

Escambia County School District

Longleaf Elementary School



2016-17 Schoolwide Improvement Plan

Longleaf Elementary School

2600 LONGLEAF DR, Pensacola, FL 32526

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	62%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	C*	D	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Escambia County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	10
Public and Collaborative Teaching	15
Ambitious Instruction and Learning	16
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	25
Appendix 1: Implementation Timeline	32
Appendix 2: Professional Development and Technical Assistance Outlines	34
Professional Development Opportunities	34
Technical Assistance Items	36
Appendix 3: Budget to Support Goals	36

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Longleaf Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	Targeted Support & Improvement - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Longleaf Elementary School is to provide a safe learning environment where students are encouraged to develop into responsible citizens as they progress to their highest potential.

b. Provide the school's vision statement.

The vision of Longleaf Elementary is to develop a school with highest student achievement where students and teachers develop the habits of life long learners.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

During preschool, teachers call parents to introduce themselves and to invite them to an Orientation that is held during preschool week. At Orientation, teachers have an opportunity to meet parents and their students. Teachers use this opportunity to begin to establish a relationship with the family and the student. Teachers also find out the best way to communicate with the parents (best phone number and time to call, text, email). Teachers also let parents know the best way they can get in touch with them.

The first few days of school parents are invited to walk their children to the classroom which gives them another opportunity to ask any questions of the teacher. Teachers also use the first few days of school to get to know their students and determine their interests. Many teachers use an interest survey to get this information.

At Longleaf, the importance of establishing positive relationships with students and parents is emphasized and supported by the administration. All staff are reminded throughout the year of the importance of these relationships and given feedback when positive results are observed.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Several years ago our school implemented a Positive Behavior Intervention Support (PBIS) system. Three schoolwide expectations were established for our students, to be respectful, responsible, and ready. At the beginning of each school year, each expectation is taught and students learn how the expectation is demonstrated using examples and non-examples. These expectations are reinforced throughout the year and students are recognized and rewarded for demonstrating them.

For each schoolwide expectation, procedures have been established to ensure we have a safe learning environment for our students. For example, students are taught the procedures for the classroom, the hallways, cafeteria, and buses or car rider area. All students are expected to follow the procedures in place and adults carefully supervise students at all times. Students also know the adults at our school are there to help and can be called on at anytime they have a need.

This past year we implemented a social skills and character education program called LEAPS. We are in our second year of implementation and the lessons have been infused into our school's core

curriculum and are a key component of our school-wide Positive Behavior Intervention Support program.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

At the beginning of each year, our Positive Behavior Intervention Support Team (PBIS) meets to review our schoolwide expectations, procedures, and rules. This team determines how students will be recognized and rewarded for good behavior. This team also reviews the procedures that are to be used for inappropriate behavior. This information is shared at a faculty meeting and all staff are given an opportunity for input.

Classroom procedures are established at the beginning of the year. These procedures are also communicated to parents (newsletter, Orientation). Although classroom procedures vary, there are classroom rules that are consistent throughout our school.

Teachers also use strategies from a program, "Time To Teach," which is focused on teaching students how to be self-disciplined by using preventive rather than reactive strategies and refocusing students so they can continue to learn. A principle component of the program is the need to first develop and maintain positive relationships with students and families.

Each teacher has a specific plan for rewarding appropriate behavior daily and/or weekly, depending on the grade level. Additionally, grade level teams develop weekly or bi-monthly (depending on the grade level) plans for recognizing appropriate behavior. These plans are based on the interests of students and may include art, music, cooking, or sports activities. The activities vary depending on the grade level and are changed throughout the year to keep students motivated. At the end of each year, a schoolwide event is planned to reward and recognize students who maintain good behavior the entire year.

Teachers use a Behavior Infraction Form to document inappropriate behavior that is minor (not following directions, minor disruption in class, etc.). The form includes interventions that the teacher is expected to implement in order to correct the behavior. These interventions include parent contact, timeout, and loss of privileges. If the behavior becomes chronic, grade level and RTI/MTSS meetings are used to develop additional strategies for correcting the behavior.

A component of our LEAPS social skills curriculum is the ability to assess individual students and identifying them as needing Tier ii or Tier iii interventions. These students meet with our PBIS Behavior Coach or Guidance Counselor on a regular basis in a small group setting to receive targeted instruction in the areas needing improvement.

Serious infractions are referred to the Principal or Assistant Principal. Every effort is made to involve the parents and appropriate consequences are given.

The PBIS/Schoolwide Behavior Team meets each month to review the PBIS system and schoolwide discipline plan. Current data is provided to the team and analyzed to determine where improvement is needed. This data includes the kinds of incidents, number of students, time of day, and location.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Students needing services as a result of social-emotional needs are referred to our Guidance Counselor. These referrals can come from parents or any staff member. Individual and small group

counseling is provided. If additional services are needed or the counselor believes the needs are great, a referral is initiated for services provided outside the school.

Mentors are recruited and trained through our district's Volunteer Office. Referrals for students needing mentors are made to this office and every effort is made to find a suitable mentor. Mentors meet with students at least once a week throughout the year.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Longleaf's administration annually compiles a list of students who meet one or more criteria of an early warning system. These criteria include: attendance below 90 percent, one or more suspensions, course failure in either English Language Arts or mathematics, and a level one score on the statewide, standardized assessment in English Language Arts or mathematics.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	6	20	20	19	15	17	0	0	0	0	0	0	0	97
One or more suspensions	5	15	11	12	24	19	0	0	0	0	0	0	0	86
Course failure in ELA or Math	0	8	6	15	8	7	0	0	0	0	0	0	0	44
Level 1 on statewide assessment	0	0	0	7	36	52	0	0	0	0	0	0	0	95

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	2	7	2	12	18	26	0	0	0	0	0	0	0	67

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

In order to improve student achievement, Longleaf's faculty, staff, and administration work diligently to reduce the number of students who appear on the early warning system list. We have employed strategies for each indicator as follows.

In order to reduce the number of students who are chronically absent we have introduced an incentive system supported by a local business that rewards students for perfect attendance. We also encourage regular attendance and promptness on our closed-circuit television programming. Students who arrive at school tardy and check out early are monitored by our student database system. This allows efficient access to attendance data. In addition, our administrators and data clerk monitor attendance, tardies, and early check outs closely. The parents of students with attendance problems are contacted through phone calls, face to face conferences with administration, and visits from the School Social Worker. If necessary, chronic truants are reported to the authorities.

Longleaf has employed many programs to reduce the number of students failing math or English Language Arts, as well as those scoring a level one on statewide standardized assessments. Student progress in course work is monitored closely by teachers. All students experiencing difficulty with academic material are provided with differentiated instruction in the classroom. If problems in learning persist, teachers make contact with the students' parents and begin a progress monitoring plan. As needed, students with academic deficiencies are entered into a Response to Instruction program which includes classroom interventions. In addition, we offer afterschool tutoring for students in grades one through five at no cost to families. We also provide families with education on testing requirements at grades three through five. To enhance the effectiveness of instruction, all teachers are provided with ongoing professional development to increase and maintain their skills in all areas of the curriculum and assessment.

In an effort to reduce the number of suspensions, both in school and out of school, Longleaf has implemented a Positive Behavioral Intervention Support (PBIS) program. This school wide program rewards students for being respectful, responsible, and ready. Teachers are encouraged to use various interventions to increase positive behaviors and decrease unwanted behaviors. Teachers also use LEAPS, a social skills curriculum that allows teachers to identify specific needs of their students and provide preventative instruction for these areas of need.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

A Parent Involvement Plan has been developed for our school and is reviewed at an annual Title I Parent Meeting. Parents are given an opportunity to give input such as what is working well, what barriers still exist, and how can we improve the level of parent involvement. This plan is shared with the School Advisory Council, faculty and staff, and our PTA Board to ensure all parent involvement activities are aligned and to keep the lines of communication open.

Our goal is to have each parent participate in at least one activity per year. Parent involvement activities are scheduled monthly on a variety of days with morning and evening times to accommodate the schedules of working parents. Childcare is provided for most events to include parents with preschool children. Other types of parent involvement includes classroom and school volunteers, and membership on our School Advisory Council and PTA Board. Parents also receive monthly school newsletters, automated phone calls, and have access to our school's website. Parents are kept informed of their child's progress through various communications. Teachers send home daily or weekly reports which inform parents on behavior, completion of assignments, and general attitude toward learning. Teachers also conduct parent conferences as often as necessary. For our primary grade students, teachers are provided with a substitute in order to complete parent conferences during the first nine week grading period.

Parents are also invited to many school events intended to involve them in the school experience and share student successes such as Orientation and Open House. Progress reports are sent home at

mid-quarter and formal report cards each nine weeks. In addition, parents have access to our FOCUS Parent Portal which allows them to access their student's grades online at any time.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Longleaf Elementary participates in many collaborative relationships with the community through formal and informal partnerships. Local groups such as the Girl Scouts and soccer teams use our facilities for their meetings and games. Several local businesses such as Papa Johns, Dominos, Sonic, Whataburger, and Chuck E Cheese support the school and our families with spirit nights, donations of coupons to be used as rewards for behavior or achievement, monetary donations, and the provision of other goods and services. Our school also has formal partnerships with several local businesses including Pine Summit Baptist Church, Firehouse Subs, and IHOP. These organizations provide countless services to our students and families including backpacks of food for students whose homes lack food security, banners and signs promoting our programs, and other donations. A community member also serves on our School Advisory Council. Our school has a working relationship with our local and national PTA, with an active PTA group on our campus. Longleaf Elementary promotes its programs and achievements through media releases to the local press, a Longleaf PTA Facebook page, a school website, and monthly newsletters.

Longleaf has developed a family and community involvement committee to further develop and increase our relationships with our families and the Pensacola community. Faculty, staff, and parent representatives meet throughout the year to assist in the develop of effective family involvement strategies.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership
 Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Thomas, Patti	Principal
Heath, Laureen	Teacher, K-12
Venable, Melissa	Teacher, K-12
Kellenberger, Sheila	Teacher, K-12
Cole, Brandi	Teacher, ESE
Hauck, Kim	Teacher, K-12
Bonifay, Tracy	Teacher, K-12
Adams, Kenli	Teacher, K-12
Croker, Rena	Teacher, K-12
Coward, Maureen	Assistant Principal
Roby, Amy	Instructional Coach

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The School Leadership Team at Longleaf Elementary includes representatives of all grade levels and departments at the school. Monthly meetings are held to monitor the implementation of the School Improvement Plan (SIP) and Multi-tiered Support System (MTSS). Principal, Patti Thomas, monitors the process at the school, assists in the collection, analysis, and interpretation of data and development of instructional strategies/interventions, and ensures appropriate professional development and resources are available for members of the team as well as for members of the instructional staff.

Assistant Principal, Maury Cowart and Amy Roby, Curriculum Coordinator assist in monitoring the implementation of the SIP and MTSS process at the school, assist in the collection, analysis, and interpretation of data and development of instructional strategies/interventions, and assist to ensure appropriate professional development is available for members of the team as well as members of the instructional staff.

Curriculum Coordinator, Amy Roby assists in monitoring the implementation of the MTSS process at the school, assists in the collection, analysis and interpretation of data and the development of instructional strategies/interventions, and provides technical support and training for the team and other members of the instructional staff. She also collaborates with colleagues to develop and implement Tier ii and Tier iii strategies/interventions.

Each member of the School Leadership Team is responsible for engaging their grade level groups in the following activities: reviewing current data and link that data to instructional decisions, review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks and those who are at high risk for not meeting the standards. Based on the results of this data analysis, the team will identify professional development and resource needs of the students and staff. Team members also collaborate regularly to problem solve, share effective practices, evaluate implementation of the SIP and MTSS process, practice new processes and skills, and make decisions about program implementation.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The School Leadership Team meets regularly to review current data, including student achievement, attendance, and discipline data. The team uses the results of this data analysis to determine the effectiveness of programs and resources being used at the school. A problem solving process is used to identify what additional professional development, personnel, or resources may be needed to meet the needs of the students and staff. Maury Cowart, Assistant Principal, maintains an inventory of available curriculum resources at the school. Dwayne Goss, our Technician IV, maintains an inventory of technology resources and ensures they are equitably available to all students and staff.

Title I, Part A

Longleaf receives support through federal, state, and local programs. Title I funds of \$234,908 are used to provide additional personnel at the school level to support the classrooms. This year funds are being used to purchase a Curriculum Coordinator and an additional teacher assistant. Additionally, funds are used to purchase resources and materials to supplement classroom instruction, increase parent involvement, and provide staff development for teachers.

Title I, Part C Migrant

Services for migrant children are provided by the district level Title I Office. After thoroughly checking the Migrant Student Information Exchange (MSIX) system and our local student database, we have determined there are no migrant children at Longleaf this year.

Title I, Part D

Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I Office. Our school does not serve Title I, Part D students.

Title II

Professional development is offered at both the school and district level. Please see each goal area for specific professional development activities. Professional development being offered at the school includes Florida State Standards, Thinking Maps, higher order questioning techniques, data analysis strategies, effective student engagement practices, Whole Brain, LEAPS social skills, Beverly Tyner, small group instruction strategies, and teacher engagement training.

Title III

Services for English Language Learners (ELL) are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate. Our school is not an ESOL Center but we serve six ELL students in grades kindergarten through fifth grade. In addition, an itinerant ESOL teacher, funded through Title III monies is assigned to the six students at our school. This teacher assists both the classroom teachers and the ELL students.

Title X - Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title I Office. At Longleaf Elementary, we have no students identified as homeless.

Supplemental Academic Instruction (SAI)

Longleaf Elementary received approximately \$27,624 in funding for SAI. The funding will be used to purchase technology and other resources to support the implementation of the Florida Common Core Standards in classrooms. Funding will also used to provide classroom resources for students not meeting proficiency in reading, mathematics, writing, or science.

Violence Prevention Programs

The school offers non-violence and anti-drug programs to students that incorporates guest speakers, counseling, and classroom discussions. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school's behavior management plan, we will also provide training for faculty, staff, and students regarding bullying. We have implemented a positive behavior management plan that is being used school-wide. The Jeffrey Johnson Stand Up for All Students Act requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school-sponsored events, and through school computer networks. In addition, beginning with the 2011-2012 school year, our district launched the "Bullying Report" website where bullies may be reported anonymously.

Nutrition Program

Our school is committed to continue offering nutritional choices in the cafeteria. This includes self-serve options for our students. Our school is also a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding at select sites. Additional programs and staff will address the obesity issue, especially in elementary age children. Longleaf Elementary is one

of the district's Community Economic Program schools which means breakfast and lunch are provided free to all students.

Housing Programs

This is offered at the district level and overseen by the Title I Office. This program is not applicable to our school.

Head Start

The Head Start Program is offered at the district level and overseen by the Title I Pre-kindergarten Office.

Although several Head Start programs are housed at various elementary schools, a program is not housed at our school.

Adult Education

No adult education programs take place on our school campus, however, evening programs are offered at all of the high schools in our district. A "Second Chance" program is also in place for juvenile offenders. Additionally, Pensacola State College provides programs for adults over 16 years of age.

Career and Technical Education

Career and Technical Education is integrated into our core curriculum programs and includes literature-based activities, guest speakers, and community-sponsored activities held at the school.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Patti Thomas	Principal
Janice Brown	Education Support Employee
Lakevia Green	Teacher
Henry Stromas	Parent
Camilla Dozier	Parent
Heather Plybon	Parent
Ian Walsh	Parent
Maryline Avila	Parent
Christina Hurst	Business/Community
Kenneth Frazier	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

Student achievement and school grade data is reviewed by the School Advisory Council (SAC) and used to evaluate each goal included in the School Improvement Plan. The resources and strategies used to meet the goal are analyzed and any barriers to achieving success are identified.

b. Development of this school improvement plan

Using student achievement data, the SAC assists the school in setting priorities for the goals and strategies that are included in the School Improvement Plan. The SAC also provides guidance for targeting areas in need of improvement and for monitoring implementation of the plan.

c. Preparation of the school's annual budget and plan

The SAC provides guidance for developing the school's budget each year so that priorities for funding are aligned to support implementation of the goals and strategies in our School Improvement Plan. Recommendations for the use of personnel and resources are made by the council to ensure adequate support for the implementation of the plan.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

School Improvement funds allocated for the year were used to purchase software licenses to provide reinforcement, practice, and enrichment activities for each grade level. These licenses included Flocabulary, Spelling City, and Starfall. The budget for our School Advisory Council for this past year was \$2,700.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Dunson, Christina	Teacher, K-12
Cole, Brandi	Teacher, K-12
Green, Lakevia	Teacher, K-12
Halford, Bonita	Teacher, K-12
Matthews, Keli	Teacher, K-12
Cuebas, Susan	Teacher, K-12
Harrison, Lindsey	Teacher, K-12
Hauck, Kim	Instructional Media
Cowart, Maureen	Assistant Principal
Roby, Amy	Instructional Coach
Thomas, Patti	Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The primary purpose of our Literacy Leadership Team is to lead the development of plans relating to English and language arts throughout the school. This team assists with the establishment and implementation of an AR recognition program, the promotion of Sunshine State Young Readers

Award books, student book reports and other literacy promotions, coordination of the use of our core reading program and other research-based reading resources, and the integration of writing throughout the curriculum.

A second initiative of this team is to provide support and training for standards-based instruction aligned with the Florida Common Core Standards as we prepare our students for the Florida Standards Assessment. The team will engage the staff in activities that will help them understand the standards and how to plan effective lessons that are standards-based. They will also focus on ways the standards can be aligned with the district's frameworks for ELA/Reading. Benchmark data for ELA/Reading assessments will be reviewed by this team to identify areas in need of improvement.

This team also works with our school's Family Involvement Team to provide literacy events for our families throughout the year. These events focus on motivating students to read and also helping students understand ways to help their child become better readers and writers.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Longleaf teachers work collaboratively in grade level groups, teams, and committees to facilitate the work of the school. Teachers are given an opportunity to choose an area to serve that is based on their interest and expertise. Grade level teams meet each week to plan, share ideas, and reflect on instructional practices. Committee and team meetings are held each month. Bi-monthly faculty meetings are used to gather input and share ideas.

Cross grade level meetings are also held throughout the year to facilitate curriculum alignment among grade levels. Teachers share ideas and suggestions to ensure students are mastering prerequisite skills.

At each faculty meeting, teachers and staff are encouraged to share the good things taking place at our school. This activity is being modeled at each meeting to encourage and motivate teachers and they are also encouraged to use this strategy in their classrooms with their students.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

The following strategies will be used to recruit and retain highly qualified teachers at Longleaf:

1. Ensure school specific training is made available to all new teachers (Positive Behavior Intervention System, Focus Gradebook, RTI/MTSS, LEAPS, Time To Teach, Planbook.com, etc.)
2. Assign a consulting teacher to work with all first year teachers.
3. Assign a mentor teacher to all teachers new to the school.
4. Conduct 30, 60, 90 day meetings to determine what additional support or resources are needed for new teachers.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Each new teacher will be paired with a mentor teacher. The following pairings and the rationale for the pairings are included:

Ethel Duffy (Mentor)/Joshua Johnson (Mentee) - both teachers are Exceptional Student Education Teachers.

Angie Sulls (Mentor)/Joan MacLunny (Mentee) - both teachers are music teachers.

Maria DeWise (Mentor)/Rachel Weber (Mentee) - both teach third grade.
Susan Cuebas (Mentor)/Teresa Berhalter (Mentee) - both teach third grade.
Kenli Adams (Mentor)/Lindsey Harrison (Mentee) - both teach fourth grade.
Susan Watkins (Mentor)/Teresita Page (Mentee) - both teach ELA in fifth grade.
Brandi Cole (Mentor)/Deborah Lindsay (Mentee) - both are Exceptional Student Education Teachers.

Planned mentoring activities include participation in a professional learning community with other teachers, planning collaboratively, modeling and observing in each others' classrooms.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Longleaf Elementary uses core instructional programs as directed by the Escambia County School District. These core programs are carefully selected and adopted by a team of teachers and administrators to address the specific needs of our students while meeting the requirements of the Florida Standards. Currently, our core reading program is Reading Wonders which is aligned to the Common Core State Standards and the Florida Standards. Our core mathematics program is Go Math! Florida, which is also aligned to the Common Core State Standards and the Florida Standards. Our science textbooks are Pearson Florida Interactive Science, which align to the Next Generation Sunshine State Standards for science. Similarly, our social studies program is MacMillan McGraw-Hill's Florida Social Studies, which is also aligned to the Next Generation Sunshine State Standards.

In addition to using district adopted and state approved core instructional programs, Longleaf Elementary also uses pacing guides, frameworks, and instructional calendars which are developed to ensure that all Florida Standards are addressed in all classrooms prior to the end of the academic year.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Teachers at Longleaf Elementary use Discovery Education Assessments to assess and track student knowledge and understanding of Common Core State Standards. Students complete benchmark assessments each year in mathematics and English Language Arts. The data collected from these assessments indicates student proficiency in Common Core State Standards for English Language Arts and mathematics. Teachers then use this data to align their instruction to student needs. Teachers are able to form small groups for targeted instruction in specific areas of weakness. Students who have mastered required content are provided with enrichment activities.

Additionally, teachers can use the Discovery Assessment platform to create and assign instructional probes. These formative assessments are used to monitor student progress toward specific benchmarks. Teachers use the results from these probes to further refine instruction to meet the needs of all students.

Longleaf teachers and administration have also developed instructional calendars and mini assessments which are designed to teach and assess all of the Florida Standards. These calendars

assure that all benchmarks are taught throughout the academic year, while the assessments indicate student mastery or areas of continued need.

During the 2016-2017 school year an additional benchmark assessment, Measures of Academic Progress (MAP) will also be used to monitor student progress and mastery of the standards.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 2,160

Students in the third grade scoring in the bottom 20% on Florida standardized testing or who are failing English Language Arts and first grade students being retained the next school year are invited to attend Summer Reading Camp. This summer school program provides intensive instruction in reading for six weeks in June and July. Students are given specific, small group instruction in all areas of reading and language arts.

Strategy Rationale

Students who are having difficulty mastering benchmarks in reading require more small group, direct instruction. This type of instruction is provided during summer reading camp.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Cowart, Maureen, mcowart@ecsdf.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Summer teachers collect student portfolios, Discovery Education data, and Stanford 10 scores to determine student growth in reading.

Strategy: Extended School Day

Minutes added to school year: 8,100

An additional 45 minutes has been added to our school day to provide ELA/Reading instruction for our students. Third, fourth, and fifth grade teachers have been trained and are using the Comprehensive Instructional Sequence model to increase reading and writing proficiency. This model embeds interactive reading, writing and academic conversations within instruction. Kindergarten, first, and second grade teachers use Beverly Tyner's model for small group reading instruction. The Tyner model gives teachers research-based strategies for small group and differentiated phonics and reading instruction.

All classroom are using Marzano's Six-Steps to Effective Vocabulary Instruction in all content areas. This process uses direct instruction, linguistic and nonlinguistic definitions, recording word learning in a notebook or journal, talking about words, and playing with words. It is appropriate for all grade level and research has shown an increase in vocabulary development has a direct positive impact on reading comprehension and overall success in school.

Strategy Rationale

Reading proficiency and learning gains will increase with additional instructional time that is used to implement research-based strategies for increasing achievement in ELA/Reading.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Thomas, Patti, pthomas@ecsdfl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Classroom walkthroughs, observations, benchmark testing data (Discovery Education, MAP) and FSA ELA test results will be collected and analyzed to determine the effectiveness of this strategy.

Strategy: After School Program

Minutes added to school year: 3,360

Afterschool tutoring in English language arts and math is provided for eight weeks for students struggling with grade level curriculum.

Strategy Rationale

Struggling students benefit from the small group instruction provided in our afterschool tutoring program. Direct instruction in target skills is provided two afternoons each week.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Roby, Amy, aroby@ecsdfi.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Discovery Education and FSA data are used to determine the effectiveness of this strategy.

Strategy: Extended School Year

Minutes added to school year: 1,440

Students with disabilities are offered the opportunity to extend school during the summer.

Strategy Rationale

Students with disabilities often regress academically and socially.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Duffy, Ethel, eduffy@escambia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Extended school year teachers collect behavioral data and record academic progress in Individualized Education Plans.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

During the first month of kindergarten registration (May, 2016), parent information is made available to familiarize parents of incoming kindergarten students with the expectations for learning. Information and strategies for preparing their child for the upcoming school year are provided, along with a packet

of activities they can do with their child over the summer.

In addition, area preschools are invited to bring their students to on a field trip to see what a day in Kindergarten is like at Longleaf.

Prior to the beginning of the school year (August, 2016), kindergarten teachers assessed each of their students to determine where to begin instruction. The results of these assessments along with expectations for each nine week grading period will be shared with parents during a parent conference (September, 2016).

b. College and Career Readiness

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase the percentage of fifth grade students scoring at proficiency levels on the Statewide Science Assessment by 25%.
- G2.** Reduce the number of students with office discipline referrals by 50%.
- G3.** Increase the percentage of students making learning gains in ELA/Reading and Math by 25% for 4th and 5th grade students and increase the level of proficiency of students in 3rd, 4th, and 5th grades by 10%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Increase the percentage of fifth grade students scoring at proficiency levels on the Statewide Science Assessment by 25%. 1a

G086685

Targets Supported 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	62.0

Targeted Barriers to Achieving the Goal 3

- Additional time and assistance is needed to ensure district benchmark assessment data is used effectively to target specific standards not mastered.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Grade Level Professional Learning Communities
- District Science Department
- Thinking Maps
- School Leadership (Principal, Assistant Principal, Curriculum Coordinator)
- School and District-based Professional Development

Plan to Monitor Progress Toward G1. 8

Quarterly benchmark data, classroom assessment data, lesson plans, and classroom data will be collected and reviewed throughout the year to determine progress toward the goal and/or targets.

Person Responsible

Patti Thomas

Schedule

Daily, from 10/10/2016 to 5/25/2017

Evidence of Completion

An increase in student mastery of science standards on the quarterly benchmark assessments will be reviewed and analyzed to demonstrate the goal is being monitored and whether progress is being made toward the selected targets.

G2. Reduce the number of students with office discipline referrals by 50%. 1a

G086686

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	180.0

Targeted Barriers to Achieving the Goal 3

- Schoolwide implementation of Positive Behavior Intervention Support system with fidelity.

Resources Available to Help Reduce or Eliminate the Barriers 2

- LEAPS Social Skills Curriculum
- Time To Teach Training and Materials
- PBIS Behavior Support System
- PBIS Behavior Coach
- Guidance Counselor

Plan to Monitor Progress Toward G2. 8

Schoolwide behavior data, RTI:B data, classroom observations and walkthroughs will be collected and reviewed throughout the year to monitor progress toward meeting this goal.

Person Responsible

Patti Thomas

Schedule

Daily, from 8/15/2016 to 8/15/2016

Evidence of Completion

The number of students with office discipline referrals and RTI:B graphs and data will be reviewed at monthly PBS Behavior Team meetings. Additionally, teacher observation data and classroom walkthrough data will be reviewed by the administrative team on a regular basis.

G3. Increase the percentage of students making learning gains in ELA/Reading and Math by 25% for 4th and 5th grade students and increase the level of proficiency of students in 3rd, 4th, and 5th grades by 10%.

1a

G086687

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	67.0
FSA ELA Achievement	48.0
Math Lowest 25% Gains	50.0
FSAA Mathematics Achievement	71.0

Targeted Barriers to Achieving the Goal 3

- Implementation of standards-based planning for ELA/reading and math instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Learning Department
- Grade Level Professional Learning Communities
- School-based Professional Development
- School Leadership (Principal, Assistant Principal)
- Teacher Leaders
- Thinking Maps
- District ELA Department

Plan to Monitor Progress Toward G3. 8

Student performance data using benchmark assessments (Discovery Education/MAP/Schoolnet)

Person Responsible

Patti Thomas

Schedule

Every 6 Weeks, from 8/22/2016 to 5/24/2017

Evidence of Completion

Student achievement data (FSA)

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase the percentage of fifth grade students scoring at proficiency levels on the Statewide Science Assessment by 25%. 1

G086685

G1.B4 Additional time and assistance is needed to ensure district benchmark assessment data is used effectively to target specific standards not mastered. 2

B230433

G1.B4.S1 Classroom teachers will meet with the District Science Teacher on Special Assignment (TAS) and Curriculum Coordinator throughout the year to analyze district benchmark data, plan for instruction, and identify standards not yet mastered for specific students. 4

S243092

Strategy Rationale

The use of benchmark data is essential in order to identify specific standards not mastered by individual students. The TAS and Curriculum Coordinator will facilitate and guide teachers in the use of this data and in effectively planning to reteach the standards not yet mastered.

Action Step 1 5

Benchmark tests will be given throughout the year to assess mastery of the science standards.

Person Responsible

Amy Roby

Schedule

Quarterly, from 10/7/2016 to 3/10/2017

Evidence of Completion

Science Benchmark Test Data

Action Step 2 5

Classroom teachers will meet with the District Science Teacher on Special Assignment and/or Curriculum Coordinator after each quarterly assessment to analyze this data, identify standards not yet mastered, and revise lesson plans and instructional calendars as needed.

Person Responsible

Amy Roby

Schedule

Quarterly, from 10/14/2016 to 3/13/2017

Evidence of Completion

Instructional calendars and lesson plans reflecting re-teaching of standards; benchmark data reflecting mastery of science standards

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Classroom teachers will meet with the administrative team (Principal, Assistant Principal, Curriculum Coordinator) quarterly to discuss benchmark data results and their plans for instruction based on these results.

Person Responsible

Patti Thomas

Schedule

Quarterly, from 10/14/2016 to 3/13/2017

Evidence of Completion

Lesson plans; classroom assessments and benchmark data

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Classroom walkthroughs and observations will be used to monitor implementation of data-informed instruction.

Person Responsible

Patti Thomas

Schedule

Daily, from 10/10/2016 to 5/25/2017

Evidence of Completion

Increased student performance on each quarterly benchmark assessment; classroom assessment data; lesson plans; State Science Assessment data

G2. Reduce the number of students with office discipline referrals by 50%. 1

G086686

G2.B4 Schoolwide implementation of Positive Behavior Intervention Support system with fidelity. 2

B230437

G2.B4.S1 The PBIS Coach and Guidance Counselor will provide additional support to all Tier II and Tier III students using a daily check-in/check-out system. Classroom teachers will provide feedback to their students throughout the day and progress reports will be sent home to parents. 4

S243096

Strategy Rationale

Tier II and Tier III students need additional interventions and support to be successful. This system includes the level of support they need and also keeps parents involved in their progress. Students will also participate by graphing their progress each day to be included in their Student Success Binders.

Action Step 1 5

All Tier II and Tier III students needing support for appropriate behavior will participate in a daily check-in/check-out system.

Person Responsible

Christopher Gayo

Schedule

Daily, from 8/15/2016 to 5/24/2017

Evidence of Completion

The following evidence will be collected to demonstrate completion of this activity: Check-in/Check-out Cards, student graphs in Student Success Binders, Progress Reports, Discipline Data

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Monthly discipline data will be reviewed and analyzed by the PBIS Team. This data will also be presented to the entire faculty and staff and monthly meetings.

Person Responsible

Cecelia Hale

Schedule

Monthly, from 8/15/2016 to 5/24/2017

Evidence of Completion

Discipline data, check-in/check-out cards, and Student Success Binder graphs will be used to monitor this strategy.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Classroom observations, coaching and feedback will be given to teachers in order to monitor the effectiveness of this strategy.

Person Responsible

Cecelia Hale

Schedule

Daily, from 8/15/2016 to 5/24/2017

Evidence of Completion

Check-in/check-out cards, discipline data, and classroom walkthrough data will be used to monitor the effectiveness of this strategy.

G3. Increase the percentage of students making learning gains in ELA/Reading and Math by 25% for 4th and 5th grade students and increase the level of proficiency of students in 3rd, 4th, and 5th grades by 10%. 1

G086687

G3.B4 Implementation of standards-based planning for ELA/reading and math instruction 2

B230441

G3.B4.S1 Teachers will use the district's frameworks for ELA/Reading and math to develop standards-based plans for instruction. 4

S243102

Strategy Rationale

The frameworks provide the elements needed for effective lesson planning and ensure all standards will be taught during the school year.

Action Step 1 5

Grade level teams will meet weekly to develop lesson plans.

Person Responsible

Patti Thomas

Schedule

Weekly, from 8/15/2016 to 5/24/2017

Evidence of Completion

Standards-based lesson plans that have been created using an online lesson planning tool.

Action Step 2 5

Instructional Coaches will review lesson plans to monitor alignment with the standards and the district's curriculum framework and provide feedback to grade level teams.

Person Responsible

Bonita Halford

Schedule

Weekly, from 9/1/2016 to 5/22/2017

Evidence of Completion

Lesson plans aligned with the standards and the district's curriculum framework for ELA and Math

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Online lesson plans will be reviewed each week and will be available in each teacher's lesson plan binder in classrooms.

Person Responsible

Patti Thomas

Schedule

Weekly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Weekly lesson plans using planbook.com and available in classroom teacher's lesson plan binder

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Classroom walkthroughs conducted by the administrative team and Instructional Coaches will be used to monitor the implementation of standards-based lesson plans.

Person Responsible

Patti Thomas

Schedule

Daily, from 8/10/2016 to 5/24/2017

Evidence of Completion

Standards-based lesson plans; classroom walkthrough data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G2.MA1 M325494	Schoolwide behavior data, RTI:B data, classroom observations and walkthroughs will be collected and...	Thomas, Patti	8/15/2016	The number of students with office discipline referrals and RTI:B graphs and data will be reviewed at monthly PBS Behavior Team meetings. Additionally, teacher observation data and classroom walkthrough data will be reviewed by the administrative team on a regular basis.	8/15/2016 daily
G1.B4.S1.A1 A314518	Benchmark tests will be given throughout the year to assess mastery of the science standards.	Roby, Amy	10/7/2016	Science Benchmark Test Data	3/10/2017 quarterly
G1.B4.S1.MA1 M325488	Classroom teachers will meet with the administrative team (Principal, Assistant Principal,...	Thomas, Patti	10/14/2016	Lesson plans; classroom assessments and benchmark data	3/13/2017 quarterly
G1.B4.S1.A2 A314519	Classroom teachers will meet with the District Science Teacher on Special Assignment and/or...	Roby, Amy	10/14/2016	Instructional calendars and lesson plans reflecting re-teaching of standards; benchmark data reflecting mastery of science standards	3/13/2017 quarterly
G3.B4.S1.A2 A314528	Instructional Coaches will review lesson plans to monitor alignment with the standards and the...	Halford, Bonita	9/1/2016	Lesson plans aligned with the standards and the district's curriculum framework for ELA and Math	5/22/2017 weekly
G3.MA1 M325503	Student performance data using benchmark assessments (Discovery Education/MAP/Schoolnet)	Thomas, Patti	8/22/2016	Student achievement data (FSA)	5/24/2017 every-6-weeks
G2.B4.S1.MA1 M325492	Classroom observations, coaching and feedback will be given to teachers in order to monitor the...	Hale, Cecelia	8/15/2016	Check-in/check-out cards, discipline data, and classroom walkthrough data will be used to monitor the effectiveness of this strategy.	5/24/2017 daily
G2.B4.S1.MA1 M325493	Monthly discipline data will be reviewed and analyzed by the PBIS Team. This data will also be...	Hale, Cecelia	8/15/2016	Discipline data, check-in/check-out cards, and Student Success Binder graphs will be used to monitor this strategy.	5/24/2017 monthly
G2.B4.S1.A1 A314524	All Tier II and Tier III students needing support for appropriate behavior will participate in a...	Gayo, Christopher	8/15/2016	The following evidence will be collected to demonstrate completion of this activity: Check-in/Check-out Cards, student graphs in Student Success Binders, Progress Reports, Discipline Data	5/24/2017 daily
G3.B4.S1.MA1 M325501	Classroom walkthroughs conducted by the administrative team and Instructional Coaches will be used...	Thomas, Patti	8/10/2016	Standards-based lesson plans; classroom walkthrough data	5/24/2017 daily
G3.B4.S1.MA1 M325502	Online lesson plans will be reviewed each week and will be available in each teacher's lesson plan...	Thomas, Patti	8/10/2016	Weekly lesson plans using planbook.com and available in classroom teacher's lesson plan binder	5/24/2017 weekly
G3.B4.S1.A1 A314527	Grade level teams will meet weekly to develop lesson plans.	Thomas, Patti	8/15/2016	Standards-based lesson plans that have been created using an online lesson planning tool.	5/24/2017 weekly
G1.MA1 M325489	Quarterly benchmark data, classroom assessment data, lesson plans, and classroom data will be...	Thomas, Patti	10/10/2016	An increase in student mastery of science standards on the quarterly benchmark assessments will be reviewed and analyzed to demonstrate the goal is being monitored and whether progress is being made toward the selected targets.	5/25/2017 daily
G1.B4.S1.MA1 M325487	Classroom walkthroughs and observations will be used to monitor implementation of data-informed...	Thomas, Patti	10/10/2016	Increased student performance on each quarterly benchmark assessment;	5/25/2017 daily

Escambia - 0863 - Longleaf Elementary School - 2016-17 SIP
Longleaf Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				classroom assessment data; lesson plans; State Science Assessment data	

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Reduce the number of students with office discipline referrals by 50%.

G2.B4 Schoolwide implementation of Positive Behavior Intervention Support system with fidelity.

G2.B4.S1 The PBIS Coach and Guidance Counselor will provide additional support to all Tier II and Tier III students using a daily check-in/check-out system. Classroom teachers will provide feedback to their students throughout the day and progress reports will be sent home to parents.

PD Opportunity 1

All Tier II and Tier III students needing support for appropriate behavior will participate in a daily check-in/check-out system.

Facilitator

PBIS Coach/Guidance Counselor

Participants

Classroom Teachers

Schedule

Daily, from 8/15/2016 to 5/24/2017

G3. Increase the percentage of students making learning gains in ELA/Reading and Math by 25% for 4th and 5th grade students and increase the level of proficiency of students in 3rd, 4th, and 5th grades by 10%.

G3.B4 Implementation of standards-based planning for ELA/reading and math instruction

G3.B4.S1 Teachers will use the district's frameworks for ELA/Reading and math to develop standards-based plans for instruction.

PD Opportunity 1

Grade level teams will meet weekly to develop lesson plans.

Facilitator

Principal/Assistant Principal/Curriculum Coordinator

Participants

Classroom Teachers

Schedule

Weekly, from 8/15/2016 to 5/24/2017

PD Opportunity 2

Instructional Coaches will review lesson plans to monitor alignment with the standards and the district's curriculum framework and provide feedback to grade level teams.

Facilitator

Instructional Coaches

Participants

Classroom Teachers

Schedule

Weekly, from 9/1/2016 to 5/22/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B4.S1.A1	Benchmark tests will be given throughout the year to assess mastery of the science standards.				\$0.00
2	G1.B4.S1.A2	Classroom teachers will meet with the District Science Teacher on Special Assignment and/or Curriculum Coordinator after each quarterly assessment to analyze this data, identify standards not yet mastered, and revise lesson plans and instructional calendars as needed.				\$0.00
3	G2.B4.S1.A1	All Tier II and Tier III students needing support for appropriate behavior will participate in a daily check-in/check-out system.				\$0.00
4	G3.B4.S1.A1	Grade level teams will meet weekly to develop lesson plans.				\$556.80
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	692-Computer Software Non-Capitalized	0863 - Longleaf Elementary School	General Fund		\$556.80
5	G3.B4.S1.A2	Instructional Coaches will review lesson plans to monitor alignment with the standards and the district's curriculum framework and provide feedback to grade level teams.				\$0.00
					Total:	\$556.80